Model for Mentors
Roles and Goals

Use this worksheet to help you and your mentor identify the roles and responsibilities of the Mentoring relationship.

Role of the Mentor

Mentors are experienced faculty, who demonstrated positive leadership in fulfilling the mission of the university and who recognize the reciprocal benefits of mentoring others. They are skilled and proven teachers and scholars who possess good communication skills and can serve as caring and competent role models. They are viewed as individuals who are willing to share their expertise, display patience, diplomacy and resourcefulness, and are willing to be responsible to help someone grow professionally. Besides helping faculty to better position and connect themselves with the university's mission; they can help with interpretation of student evaluations; listen; assist with goal setting; provide orientation to institutional culture; and generally provide views, experience and guidance to fellow faculty members.

Responsibility of the Mentee

Those who are mentored take responsibility for identifying and communicating personal interests and strengths in the areas of Teaching, Research and Service; including self-identification of areas for improvement. The Mentee should take responsibility for contacting the Mentor when needed, and for following the procedure for Tenure and Promotion as specified by their department and the faculty handbook. The Mentee should also recognize that very beneficial informal mentoring occurs outside of the primary Mentor relationship, and that the "Mentoring for Mission" site is one place that offers support to them through the mission listings.

How the Mentoring Relationship Contributes to our Mission

Mentors can guide others in understanding our mission and help them to devise ways to present, position, and connect themselves within the institution. A mentor can help alleviate some of the pain of organizational politics by explaining the way a system functions and helping to plan an appropriate strategy for success. Studies of this relationship suggest that it can be instrumental in supporting both career advancement and personal growth (Clawson, 1979; Kram, 1985, Levinson et al., 1978).

Why Goal-Setting is Important

Giving each faculty member tools to help them address areas of growth personally and professionally create faculty who enact various aspects of the mission of the university each and every day. We take pride in our Model for Mentors Program because we feel it insightfully addresses issues faculty find challenging. These issues include: isolation, lack of access to successful role models, assistance in adjusting to the LMU academic culture, professional survival and task management skills, skills and permission for effective "Boundary Setting", understanding the catholic character of the university, and creative problem-solving around perceived obstacles to success.